DOCUMENT RESUME

ED 337 652 CE 059 312

TITLE Adult Education for the Homeless: 1989 Report, 1990 Report.
INSTITUTION Comprehensive Adult Student Assessment System, San Diego, CA.
SPONS AGENCY California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE Dec 90
NOTE 28p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; Adult Literacy; Adult Programs; Annual Reports; Competency Based Education; Cultural Background; *Educational Objectives; *Homeless People; Job Skills; Language Usage; Mathematics Skills; Performance Tests; Reading Skills; Remedial Instruction
IDENTIFIERS *California; *Comprehensive Adult Student Assessment System; Employability Competency System Appraisal Test

ABSTRACT

Homeless individuals are eligible for adult education services, such as literacy training and basic skills remediation, under the Stewart B. McKinney Homeless Assistance Act. In California, 7 agencies in 1989 and 13 in 1990 were selected as service providers to serve 100 homeless adults each per project year. Each funded agency assessed individuals' basic skills using vocational assessment instruments and the Employability Competency System (ECS) Appraisal developed by the Comprehensive Adult Student Assessment System (CASAS). Demographic characteristics--gender, ethnicity, age, education, and native language--were compiled for 542 participants in 1989 and 1,686 in 1990. CASAS test scores for reading and math at four levels of functional literacy were determined. In 1989, a Goal Attainment Survey received 840 responses. Participants reported the main reasons for enrolling: 29% wanted to obtain a better job; 44% reported education as a primary goal; and 26% reported improvement of personal/communication problems as a primary goal. (Tables and charts present demographic and test score data. Test results reported on the CASAS scale are divided into four functional levels: (1) below 200; (2) 200 to 214; (3) 215 to 224; and (4) above 225. Goal attainment by reason for enrollment, the goal attainment survey, and the ECS Appraisal form are included in the 1989 report.) (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED337652

ADULT EDUCATION FOR THE HOMELESS. 1989 REPORT

ADULT EDUCATION FOR THE HOMELESS. 1990 REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Comprehensive Adult Student Assessment System

CE057310

Adult Education for the Homeless

1989 REPORT

CASAS Comprehensive Adult Student Assessment System

BEST COPY AVAILABLE

© Comprehensive Adult Student
Assessment System (CASAS), 1989.
All rights reserved.

This work was developed by the Comprehensive Adult Student Assessment System (CASAS), San Diego Community College District Foundation, Inc., under a state-administered contract from the California Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department. No official endorsement of this work should be inferred.

Adult Education for the Homeless: 1989 Report

Prepared for

California State Department of Education
Youth, Adult, Alternative Services Division
Adult Education Unit

by

CASAS
Comprehensive Adult Student Assessment System
2725 Congress Street, Suite 1-M
San Diego, CA 92110

December 1989

Adult Education for the Homeless: 1989 Report

Table of Contents

Introduction 1
Educational Testing 2
- Employability Competency System Appraisal
- Scope of Report

Demographic Information 3
- Gender
- Age
- Ethnicity
- Grade Level
- Degree
- Native Language

CASAS Scale Score Characteristics 5
Test Score Data 6
- Reading
- Math

Goal Attainment Results 7
- Job
- Education
- Personal/Communication

Goal Attainment (Chart) 8

Appendix:
- Sample Goal Attainment Survey 9
- ECS Appraisal Answer Sheet 10

Adult Education for the Homeless: 1989 Report

INTRODUCTION

The Stewart B. McKinney Homeless Act, Public Law 100-77 was signed into law by the President on July 22, 1987. Title VII-A of the Act, Adult Education for the Homeless, includes two provisions that address the education of homeless adults. Section 701 of the Act amends the Adult Education Act to specify that homeless individuals are eligible for adult education services under the Adult Education Act. Section 702 establishes a new program — Statewide Literacy Initiatives — that provides federal financial assistance to enable state education agencies to develop and implement a program of literacy training and basic skills remediation for adult homeless individuals.

Seven agencies serving homeless populations were selected by Request for Proposal (RFP) process as service providers under this legislation.

1. Antelope Valley Domestic Violence Center — Antelope Valley, CA
2. Acton/Warm Springs Rehabilitation — Acton, CA
3. The Episcopal Sanctuary — San Francisco, CA
4. St. Vincent de Paul Society of San Francisco — San Francisco, CA
5. Fresno County Economic Opportunities Commission — Fresno, CA
6. St. Vincent de Paul/Joan Kroc Center — San Diego, CA
7. Vietnam Veterans of California, Inc. — Santa Rosa, CA

Each funded agency was to serve 100 homeless adults per project year. In order to determine the readiness skills for literacy training, each project was to assess individuals using a series of vocational assessment instruments and, for basic skills, the Employability Competency System (ECS) Appraisal developed by the Comprehensive Adult Student Assessment System (CASAS).

EDUCATIONAL TESTING

CASAS has been providing assessment, program, and statewide data collection for a variety of programs including Adult Basic Education, English as a Second Language, Job Training Partnership Act (JTPA), Welfare Reform, Amnesty Education, Correctional and Special Education. The California State Department of Education (SDE) has previously worked with CASAS to implement appropriate assessment systems for these programs. In order to comply with provisions of Section 702, the State Department of Education contracted with CASAS to provide assessment and other services as needed to implement the basic remediation process.

In addition to the ECS Appraisal, a customized Goal Attainment Survey was developed which would meet federal guidelines for goal attainment or reasons for leaving a program. Additional provisions in the contract between SDE and CASAS called for the collection and analysis of data, and technical assistance for the seven agencies.

Employability Competency System Appraisal

The Employability Competency System Appraisal provides assessment which is linked to competencies that are appropriate for adult learners. It is designed to provide an initial appraisal of a person's skill development in basic reading comprehension and basic math computation in an employability context. The ECS Appraisal Test was developed from the CASAS Item Bank. This bank of over 4,000 items has been under continual development and refinement since 1980. The application of Item Response Theory (IRT) to these 4,000 items assigns to each item a reliable index of standardized difficultly. The test forms developed from these items accurately measure basic skills in a functional context. The ECS Appraisal was administered at the seven sites in both group and individual settings. Because of the open entry, open exit nature of these programs, students were more likely to appear individually for assessment.

Scope of Report

Data for this report was gathered from the seven participating sites between January 1, 1989 and June 30, 1989. All data reported was taken from the ECS Appraisal Answer Sheet (Appendix A) and the Goal Attainment Survey. The data was filled out by the participants at the time the appraisal was administered.

DEMOGRAPHIC INFORMATION

The demographic characteristics (gender, ethnicity, age, education and native language) of the Homeless Adult population from the seven sites sampled are described below and presented in the tables and charts which follow.

Gender

The valid percent of participant gender included in this report was 59.9% male and 40.1% female. (See Figure 1.)

Figure 1. Gender
(Sample of Homeless Adults in California)

CASAS, 1989

Age

36.6% of the Homeless population sampled were between the ages of 30 and 39 years of age, and 33.7% were found to be between 22 and 29. 18.8% were 40 and over, while 11.0% of the participants were under the age of 22. (See Figure 2.)

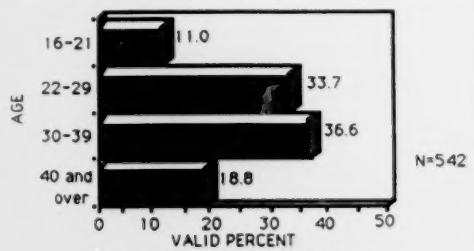


Figure 2. Age Distribution
(Sample of Homeless Adults in California)

CASAS, 1989

Ethnicity

37.3% of the population sampled were Caucasian, 31.0% were Hispanic, and 25.9% were Black. These three ethnic groups comprised approximately 94% of the participants sampled. The remaining 6% were distributed among Native American (3.9%), Filipino (.4%), Asian (.4%), Pacific Islander (.4%) and Other (.6%). (See Fig. 3.)

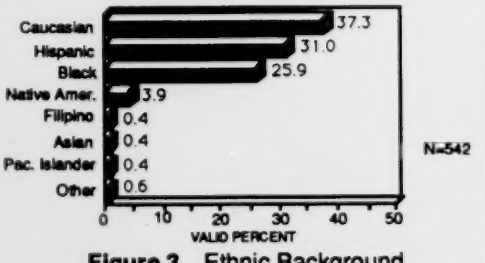


Figure 3. Ethnic Background
(Sample of Homeless Adults in California)

CASAS, 1989

Education:

Highest Grade Level Completed

68.8% of the population have not completed 12 years of schooling. 20.1% have completed only the 6th grade or less, while 48.7% have completed 7th through 11th grade. 8.6% report schooling beyond the 12th grade. (See Figure 4.)

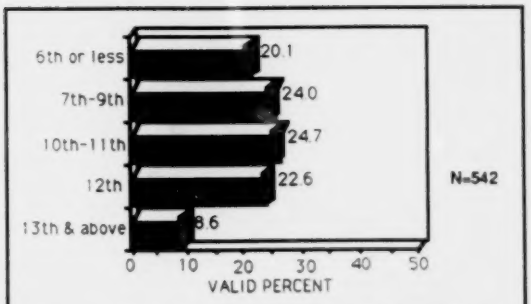


Figure 4. Highest Grade Level Completed

CASAS, 1989

Highest Degree Earned

58.9% of the participants stated that they had received no degree or diploma. Of the 41.1% surveyed who claimed to have received some sort of degree, diploma or certificate, 28.0% received a high school diploma, 5.6% a GED Certificate and 7.5% reported Other. (See Figure 5.)

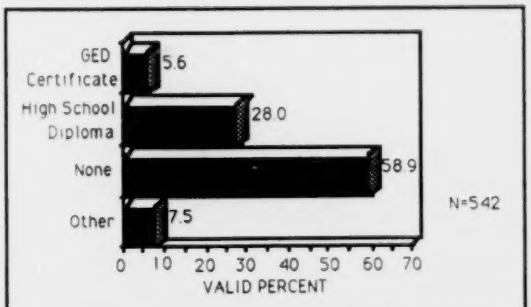


Figure 5. Highest Degree Earned

CASAS, 1989

Native Language

English was identified as the native language by 74.0% of the participants and Spanish by 24.9%. The remaining 1.1% were Vietnamese, Laotian, Chinese and Other. (See Figure 6.)

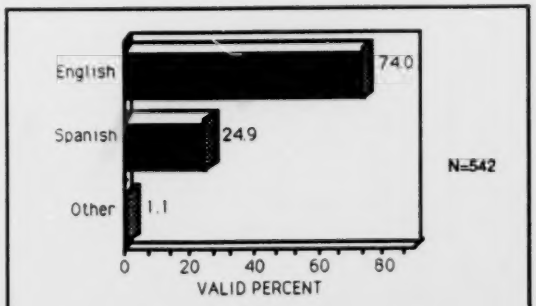


Figure 6. Native Language

CASAS, 1989

CASAS SCALE SCORE CHARACTERISTICS

Test results reported on the CASAS scale are based on six years of statewide educational achievement data for approximately 200,000 students enrolled in Adult Basic Education programs throughout California. Based on these statewide data, the following functional levels have been identified.

Below 200: Adults functioning below 200 (Beginning ABE/ESL) have difficulty with the basic literacy and computational skills necessary to function in employment and in the community. These adults can handle employment or life skills in which all tasks can be demonstrated. These adults have difficulty providing basic personal identification in written form, are not able to compute wages and deductions on paychecks, and cannot follow basic written directions and safety procedures.

200 to 214: Those adults scoring between 200 and 214 can function in intermediate level ABE and ESL programs, but have difficulty pursuing other than entry level programs requiring minimal literacy skills. They are able to satisfy basic survival needs and some limited social demands. At this level, adults can function in entry level jobs that involve oral communication but in which most required tasks are demonstrated.

215 to 224: Those adults functioning between 215 and 224 are functioning above a basic literacy level, and are able to handle basic literacy tasks and computational skills in functional settings related to employment or life skills. They are generally able to function in jobs and job training that involve following oral and written instructions and diagrams. They usually have difficulty following more complex sets of directions.

Above 225: Those adults functioning at 225 or above are considered to be at an advanced ABE/ESL level, and can function at a beginning high school level in basic reading and math. They can usually perform work that involves following oral and written directions in familiar and some unfamiliar situations. At this level they can profit from instruction in GED preparation and, in a short time, have a high probability of passing the GED test.

TEST SCORE DATA

Reading

45.2% of the sample achieved a scale score of 225 or above, 15.3% scored between 200 and 214, 12.9% scored between 215 and 224, while 26.6% achieved less than a 200 scale score. The mean or average score was 215.1 with a standard deviation of 22.8. (See Figure 7.)

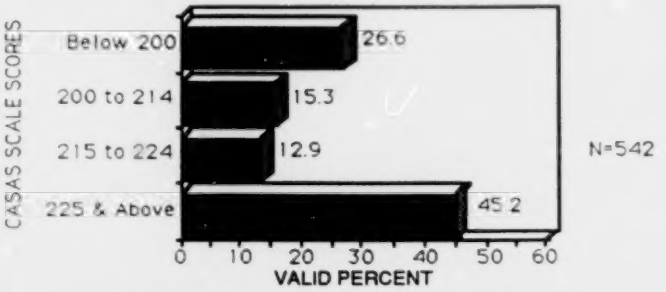


Figure 7. Reading Scale Scores
(Sample of Homeless Adults in California)

CASAS, 1989

Math

In comparison to the reading test, the math test scores were more evenly distributed. 23.8% achieved above a 225 scale score, 22.1% scored between 200 and 214, 20.1% scored between 215 and 224, while 33.9% scored less than 200. The mean or average score was 209.3 with a standard deviation of 21.1. The average score for the math test was 5.8 points lower than that of reading. (See Figure 8.)

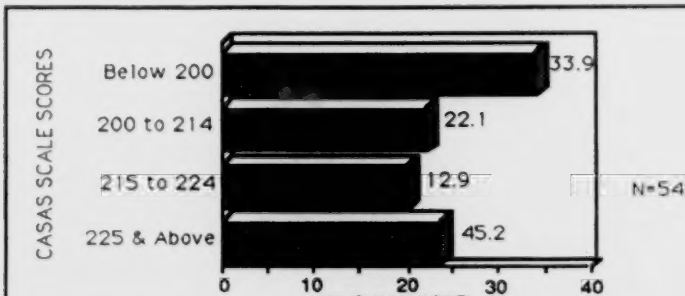


Figure 8. Math Scale Scores
(Sample of Homeless Adults in California)

CASAS, 1989

GOAL ATTAINMENT RESULTS

The Goal Attainment Survey was responded to by 840 participants. This survey was specifically designed to match all requirements of the Federal Guidelines Adult Education for the Homeless Act. The Goal Attainment Survey was to be filled out for each participant who enrolled and participated in 12 hours of instruction or assessment time (contact hours). At time of intake, each participant was asked to respond to a "Reason for Enrollment" (job, education — GED or diploma, or personal/communication). As participants leave the program they are assessed in terms of goal attainment. Adults leaving programs frequently have met short or long term goals and are considered to have attained a goal. Chart 1 on the next page summarizes the statistical information below.

Job

29.3% reported the reason for enrolling was to obtain a job or a better job. Of these 246 persons, 112 reported that they had improved in basic skills, 31 entered another program, 57 obtained a job or a salary increase, 5 were removed from public assistance and 2 reported "other." Barriers to completion for this group included health problem (2), family problem (1), lack of interest (6), left shelter (11), and unknown (19).

Education

44.3% reported education as a primary goal. Of these 372 persons, 216 improved in basic skills, 11 completed Level 1 (ABE), 2 completed Level 1 (ESL), 21 entered another program, and 1 was removed from public assistance. Barriers to completion for this group included health problem (4), day care problem (2), lack of interest (9), left shelter (65) and unknown (41).

Personal/Communication

26.4% reported personal/communication as a primary goal. Of these 222 persons, 139 improved in basic skills, 7 completed Level 1 (ABE), 3 completed Level 1 (ESL), 6 Level 2 (ESL), 7 obtained a job or salary increase and 2 reported "other." Barriers to completion for this group included health problem (15), family problem (7), lack of interest (1), left shelter (13), and unknown (22).

The totals to the right on chart 1 show that of 840 participants, 622 (73.8%) attained a goal, while 218 persons (26.2%) had personal barriers to completion.

Chart 1
Goal Attainment by Reason for Enrollment
September 1989
(N = 840)

	REASON FOR ENROLLMENT			
	Job	Education	Personal/ Communication	TOTALS
GOAL ATTAINMENT				**622 73.8%**
Improved Basic Skills	112	216	139	
Completed Level 1	0	11	7	
Obtained High School Diploma	0	0	0	
Passed GED	0	0	0	
Completed an ESL Program				
Level 1	0	2	3	
Level 2	0	0	6	
Level 3	0	0	0	
Entered Another Program	31	21	0	
Obtained A Job or Salary Increase	57	0	7	
Removed From Public Assistance	5	1	0	
Other	2	0	2	
PERSONAL BARRIERS TO COMPLETION				**218 26.2%**
Health Problem	2	4	15	
Day Care Problem	0	2	0	
Transportation Problem	0	0	0	
Family Problem	1	0	7	
Class Location	0	0	0	
Lack of Interest	6	9	1	
Time of Class	0	0	0	
Left Shelter	11	65	13	
Unknown	19	41	22	
TOTALS	**246 29.3%**	**372 44.3%**	**222 26.4%**	

California State Department of Education, YAAES Division, CASAS

GOAL ATTAINMENT SURVEY

Adult Education for the Homeless

(Unduplicated Count)

INSTRUCTOR AGENCY ABE ESL

LEVEL OF CASAS PRE-TEST: A B C (Circle appropriate test and level)

SPECIAL EDUCATION AA AAA AAAA

TOTAL NUMBER OF STUDENTS

ECS APPRAISAL

MAJOR REASON FOR LEAVING

MAJOR REASON FOR ENROLLMENT	NUMBER OF STUDENTS PRETESTED (A)	GOAL ATTAINMENT: Improved Basic Skills/Self-Confidence	Completed level 1 or equivalent	Obtained High School Diploma	Passed GED	Completed an ESL Program	Level 1	Level 2	Level 3	Entered Another Program	Obtained a job or salary increase	other (coping skills etc.)	Removed from Public Assistance	REASONS FOR LEAVING BEFORE MEETING OBJECTIVE: Health Problems	Day Care Problems	Transportation Problems	Family Problems	Class Location	Lack of Interest	Time of Class	Left Shelter or Area	Unkown	TOTALS
JOB																							
EDUCATION																							
PERSONAL/ COMMUNI-CATION																							
TOTALS (A)*	15																					*(B)	

Sub total all categories. Column A should equal Column B. For example, if you pre-tested 30 students, write that figure in subtotal Column A. Identify the number of students that are left in appropriate categories (including unknown). The subtotal that you write in Column B should also be 30.

EMPLOYABILITY COMPETENCY SYSTEM

E.C.S. APPRAISAL PROGRAM

READING TEST

1 Name _____ Today's Date: / /

2 Male ○ Female ○ Social Security No. - -

520987

3 [illegible]
4 [illegible]
5 [illegible]
6 [illegible]
7 [illegible]
8 [illegible]
9 [illegible]
10 [illegible]
11 [illegible]

Under 16
16-17
18-21
22-24
25-29
30-34
35-39
40-44
45-49
50-54
55-60
Over 60

GED Certificate
High School Diploma
None
Other Certificate

English
Spanish
Vietnamese
Laotian
Cambodian
Korean
Chinese
Japanese
Tagalog
Other

Caucasian
Hispanic
Black
Asian
Filipino
American Indian
Indo-Chinese
Pacific Islander
Other

1 1

1 ⓐ ⓑ ⓒ ●
2 ⓐ ⓑ ⓒ ⓓ
3 ⓐ ● ⓒ ⓓ
4 ⓐ ⓑ ⓒ ⓓ
5 ⓐ ● ⓒ ⓓ
6 ⓐ ⓑ ⓒ ⓓ
7 ⓐ ● ⓒ ⓓ
8 ⓐ ⓑ ⓒ ⓓ
9 ⓐ ● ⓒ ⓓ
10 ⓐ ⓑ ⓒ ⓓ
11 ⓐ ● ⓒ ⓓ
12 ⓐ ⓑ ⓒ ⓓ
13 ⓐ ● ⓒ ⓓ
14 ⓐ ⓑ ⓒ ⓓ
15 ⓐ ● ⓒ ⓓ
16 ⓐ ⓑ ⓒ ⓓ
17 ⓐ ⓑ ⓒ ●
18 ⓐ ⓑ ⓒ ⓓ
19 ⓐ ⓑ ⓒ ⓓ
20 ⓐ ⓑ ⓒ ⓓ

STOP

EXAMINERS: Return this page (with attached answer strip) to:

ECS/CASAS

P.O. BOX 80488
San Diego, CA 92138

MATH TEST

21 ⓐ ⓑ ⓒ ⓓ
22 ⓐ ⓑ ⓒ ⓓ
23 ⓐ ● ⓒ ⓓ
24 ⓐ ⓑ ⓒ ⓓ
25 ⓐ ⓑ ⓒ ⓓ
26 ⓐ ⓑ ⓒ ⓓ
27 ⓐ ⓑ ⓒ ⓓ
28 ⓐ ⓑ ⓒ ⓓ
29 ⓐ ⓑ ⓒ ⓓ
30 ⓐ ⓑ ⓒ ⓓ
31 ⓐ ⓑ ⓒ ⓓ
32 ⓐ ⓑ ⓒ ⓓ
33 ⓐ ⓑ ⓒ ⓓ
34 ⓐ ⓑ ⓒ ⓓ
35 ⓐ ⓑ ⓒ ⓓ
36 ⓐ ⓑ ⓒ ⓓ
37 ⓐ ⓑ ⓒ ⓓ
38 ⓐ ⓑ ⓒ ⓓ
39 ⓐ ⓑ ⓒ ⓓ
40 ⓐ ⓑ ⓒ ⓓ

STOP

FOR OFFICIAL USE ONLY

PART ONE OF TWO PARTS

DIRECTIONS FOR MARKING ANSWERS

1. Use No. 2 pencil only.
2. Do NOT use ink or ballpoint pen.
3. Make heavy black marks that fill circle completely.
4. Erase cleanly any answers you change.

Examples | Practice Questions

1.
2.
3.
4.

© ALL RIGHTS RESERVED SDCCD Foundation Inc., CASAS

SCANTRON® FORM NO. T-101517-CASAS

BEST COPY AVAILABLE

Adult Education for the Homeless

1990 REPORT

Prepared for the
California Department of Education
Youth, Adult, Alternative Education Services Division
by

CASAS Comprehensive Adult Student Assessment System

December 1990

BEST COPY AVAILABLE

© Comprehensive Adult Student
Assessment System (CASAS), 1991.
All rights reserved.

This report was prepared by the Comprehensive Adult Student Assessment System (CASAS), Foundation for Educational Achievement, for the California Department of Education, Youth, Adult, Alternative Education Services (YAAES) Division under state-administered Contract (#7292) from the California Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department. No official endorsement of this work should be inferred.

Adult Education for the Homeless 1990 Report

Prepared for the
California State Department of Education
Youth, Adult, Alternative Education Services Division
by

CASAS Comprehensive Adult Student Assessment System

2725 Congress Street, Suite 1-M
San Diego, California 92110

December 1990

TABLE OF CONTENTS

Introduction 1

Educational Testing 2

- Employability Competency System Appraisal 2
- Scope of Report 2

Demographic Information 3

- Gender 3
- Age 3
- Ethnicity 4
- Native Language 4
- Grade Level 5
- Degree 5

Test Score Data 6

- Reading 6
- Math 6

CASAS Scale Score Characteristics 7

ECS Appraisal Answer Sheet 8

Adult Education for the Homeless: 1990 Report

INTRODUCTION

The Stewart B. McKinney Homeless Act, Public Law 100-77 was signed into law by the President on July 22, 1987. Title VII-A of the Act, Adult Education for the Homeless, includes two provisions that address the education of homeless adults. Section 701 of the Act amends the Adult Education Act to specify that homeless individuals are eligible for adult education services under the Adult Education Act. Section 702 establishes a new program --Statewide Literacy Initiatives-- that provides federal financial assistance to enable state education agencies to develop and implement a program of literacy training and basic skills remediation for adult homeless individuals.

Thirteen state agencies serving homeless populations were selected by Request for Proposal (RFP) process as service providers under this legislation.

1. Berkeley Oakland Support Services - Berkeley, CA
2. Fresno County Economic Opportunities Commission - Fresno, CA
3. Acton/Warm Springs Rehabilitation Centers - Acton, CA
4. Antelope Valley Domestic Violence Council - Lancaster, CA
5. Rio Hondo Temporary Home - Norwalk, CA
6. Salvation Army Zahn Shelter - Los Angeles, CA
7. Weingart Center Association - Los Angeles, CA
8. Project STEP - Riverside, CA
   County of Riverside
9. Santa Clara Unified School District - Santa Clara, CA
   Adult/Community & Vocational Education
10. St. Vincent de Paul Center - San Diego, CA
11. Vietnam Veterans of California, Inc. - Santa Rosa, CA
12. The Episcopal Sanctuary - San Francisco, CA
13. St. Vincent de Paul Society of SF - San Francisco, CA

Each funded agency was to serve 100 homeless adults per project year. In order to determine the readiness skills for literacy training, each project was to assess individuals using a series of vocational assessment instruments and, for basic skills, the Employability Competency System (ECS) Appraisal developed by the Comprehensive Adult Student Assessment System (CASAS).

EDUCATIONAL TESTING

CASAS has been providing assessment, program, and statewide data collection for a variety of programs including Adult Basic Education (ABE), English as a Second Language (ESL), Job Training Partnership Act (JTPA), Welfare Reform, Amnesty Education, Correctional and Special Education. The California Department of Education (CDE) has previously worked with CASAS to implement appropriate assessment systems for these programs. In order to comply with provisions of Section 702, the State Department of Education contracted with CASAS to provide assessment and other services as needed to implement the basic remediation process.

In addition to the ECS appraisal, a customized Goal Attainment Survey was developed which would meet federal guidelines for goal attainment or reasons for leaving a program. Additional provisions in the contract between CDE and CASAS called for the collection and analysis of data and technical assistance for the thirteen agencies.

Employability Competency System Appraisal

The Employability Competency System Appraisal provides assessment which is linked to competencies that are appropriate for adult learners. It is designed to provide an initial appraisal of a person's skill development in basic reading comprehension and basic math computation in an employability context. The ECS Appraisal Test was developed from the CASAS Item Bank. This bank of over 5,000 items has been under continual development and refinement since 1980. The application of Item Response Theory (IRT) to these 5,000 items assigns to each item a reliable index of standardized difficulty. The test forms developed from these items accurately measure basic skills in a functional context. The ECS Appraisal was administered at the thirteen sites in both group and individual settings. Because of the open entry, open exit nature of these programs, students were more likely to appear individually for assessment.

Scope of Report

Data for this report was gathered from the thirteen participating sites between July 1, 1990 and December 31, 1990. All data reported were taken from the ECS Appraisal Answer Sheet (Appendix A). The demographic data were filled out by the participants at the time the appraisal was administered.

DEMOGRAPHIC INFORMATION

The demographic characteristics (gender, age, ethnicity, native language and education) of the Homeless Adult population from the thirteen sites sampled are described below and presented in the figures which follow. Missing cases refer to the number of individuals who did not respond to the question.

Gender

The valid percent of participant gender in this report was 62.4% male and 37.6% female. (See Figure 1.)

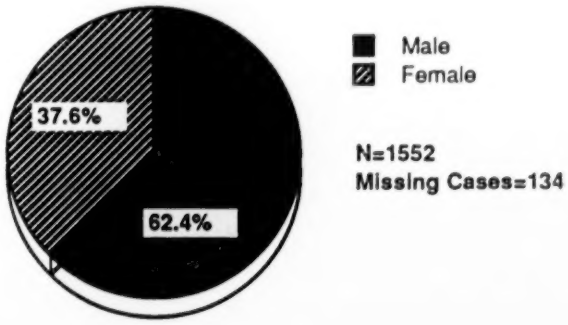


Figure 1. Gender

Age

Of the homeless population sampled, 36.1% were between the ages of 30 and 39, 40.8% were found to be between 22 and 29, 21.3% were 40 and over, while 1.8% of the participants were under the age of 22. (See Figure 2.)

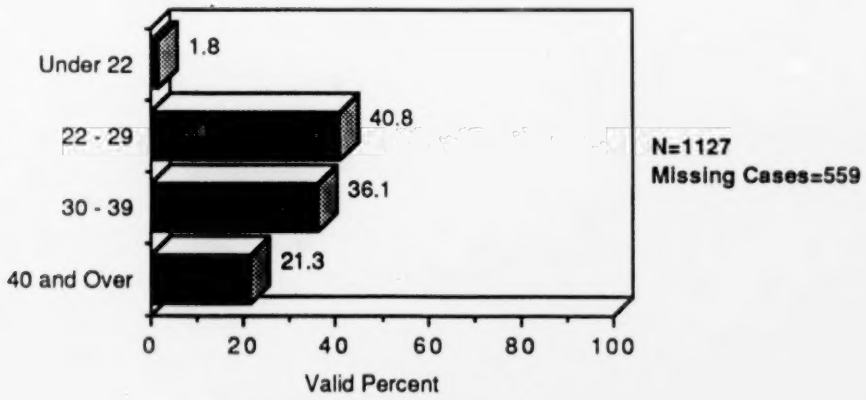
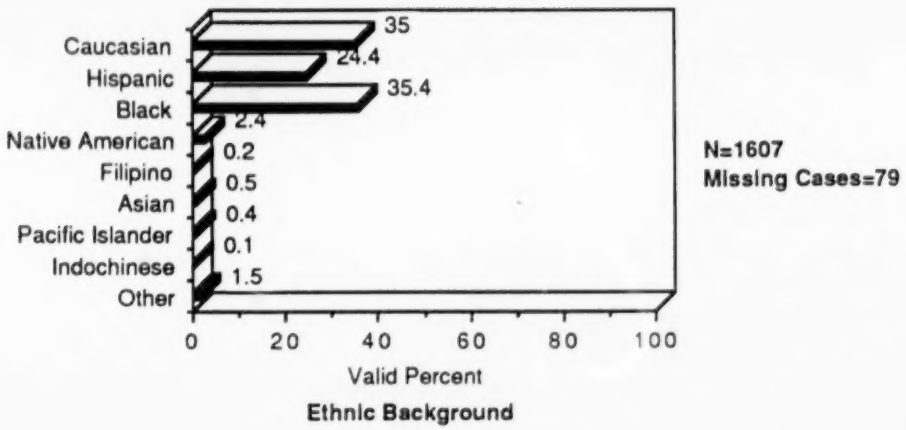


Figure 2. Age Distribution

Ethnicity

Of the population sampled 35.0% were Caucasian, 24.4% were Hispanic, and 35.4% were Black. These three ethnic groups comprised approximately 95% of the participants sampled. The remaining 5% were distributed among Native American (2.4%), Filipino (.2%), Asian (.5%), Pacific Islander (.4%), Indochinese (.1%) and Other (1.5%).
(See Figure 3.)



Native Language

English was identified as the native language by 79.9% of the participants and Spanish by 18.3%. The remaining 1.8% were Vietnamese, Chinese, Japanese, Tagalog and other.
(See Figure 4.)

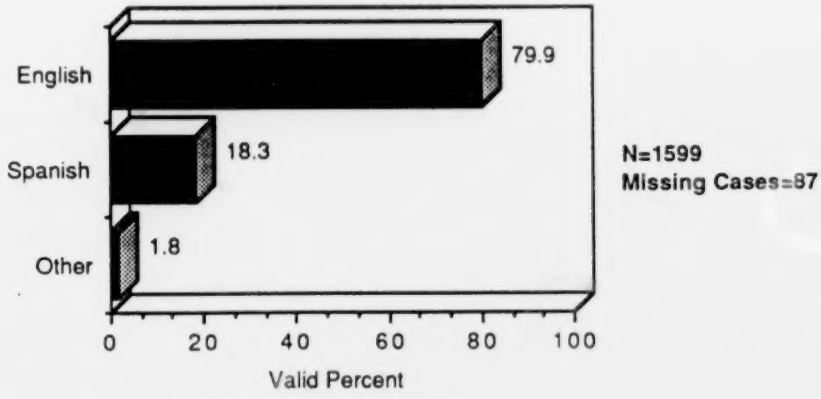


Figure 4. Native Language

EDUCATION

Highest Grade Level Completed

Of the respondents, 17.7% report schooling beyond the 12th grade, 47.6% have completed 11th through 12th grade, 19.7% have completed 9th to 10th grade, 7.2% have completed 7th to 8th grade, and 7.8% report completion of 6th grade or less.
(See Figure 5.)

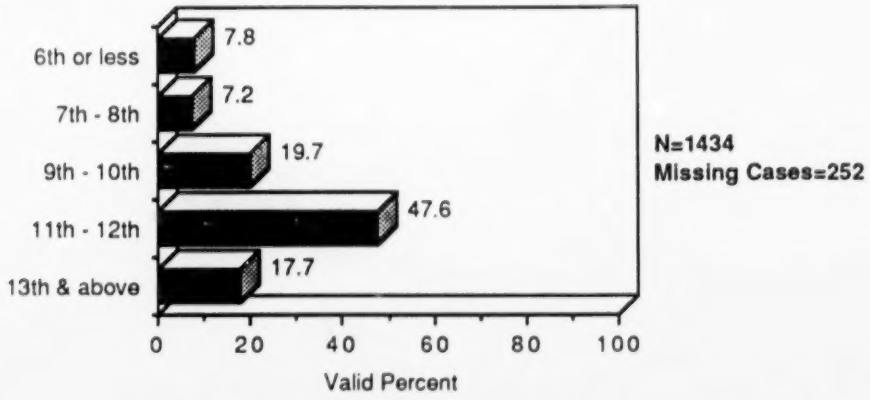


Figure 5. Highest Grade Level Completed

Highest Degree Earned

Of the participants, 37.3% stated that they had received no degree or diploma. Of the 62.7% surveyed who claimed to have received some sort of degree, diploma or certificate, 45.5% received a high school diploma, 9.2% a GED Certificate and 8.0% reported "Other".
(See Figure 6.)

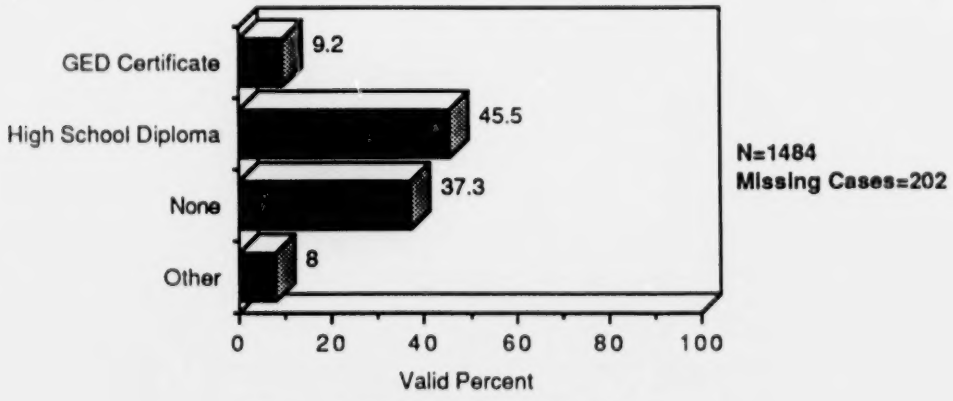


Figure 6. Highest Degree Earned

TEST SCORE DATA

Reading

On the reading test 53.9% of the sample achieved a scale score of 225 or above, 17% scored between 215-224, 13.3% scored between 200-214, 13.3% scored between 200-214 and 15.9% achieved less than a 200 scale score. The mean or average score for all test takers was 226.

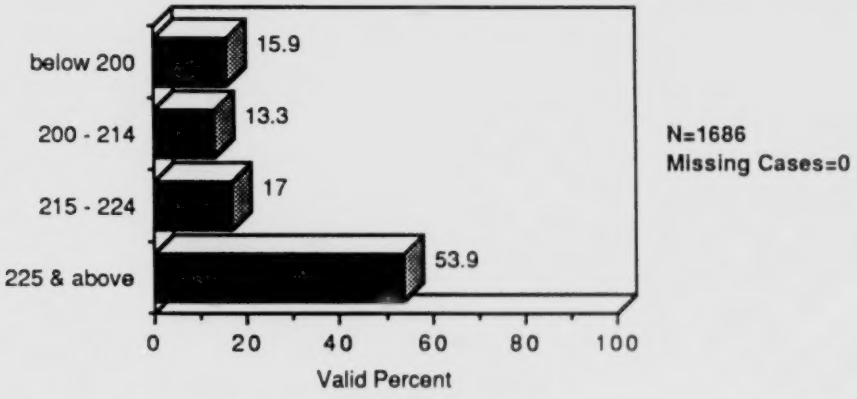


Figure 7. Reading Scale Scores

Math

In comparison to the reading test scores, the math scores were more evenly distributed. On this section of the appraisal 27.6% achieved a score of 225 and above, 20% scored from 215-224, 28% scored 200-214 with 24.3% scoring below 200. Many more students, 72.3%, scored below 225 in math indicating more need for remediation than those 46.2% who scored below 225 in reading. The mean or average score for Math was 218.

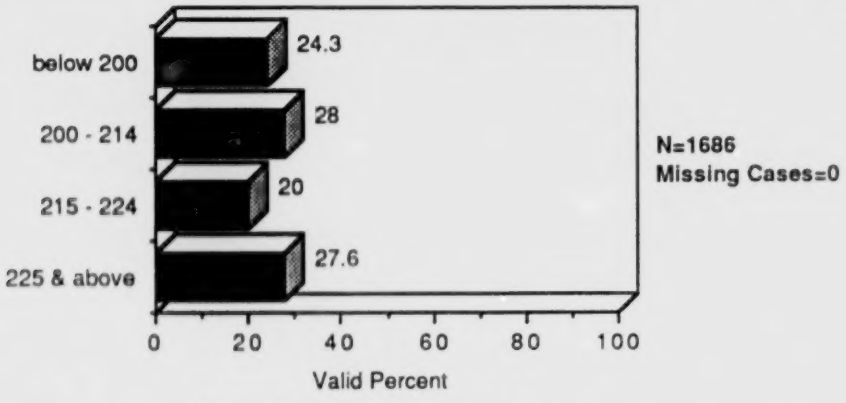


Figure 8. Math Scale Scores

CASAS SCALE SCORE CHARACTERISTICS

Test results reported on the CASAS scale are based on six years of statewide educational achievement data for approximately 200,000 students enrolled in Adult Basic Education programs throughout California. Based on these statewide data, the following functional levels have been identified.

Below 200: Adults functioning below 200 (Beginning ABE/ESL) have difficulty with the basic literacy and computational skills necessary to function in employment and in the community. These adults can handle employment or life skills in which all tasks can be demonstrated. These adults have difficulty providing basic personal identification in written form, are not able to compute wages and deductions on paychecks, and cannot follow basic written directions and safety procedures.

200 to 214: Those adults scoring between 200 and 214 can function in intermediate level ABE and ESL programs, but have difficulty pursuing other than entry level programs requiring minimal literacy skills. They are able to satisfy basic survival needs and some limited social demands. At this level, adults can function in entry level jobs that involve oral communication but in which most required tasks are demonstrated.

215 to 224: Those adults functioning between 215 and 224 are functioning above a basic literacy level, and are able to handle basic literacy tasks and computational skills in functional settings related to employment or life skills. They are generally able to function in jobs and job training that involve following oral and written instructions and diagrams. They usually have difficulty following more complex sets of directions.

Above 225: Those adults functioning at 225 or above are considered to be at an advanced ABE/ESL level, and can function at a beginning high school level in basic reading and math. They can usually perform work that involves following oral and written directions in familiar and some unfamiliar situations. At this level they can profit from instruction in GED preparation and, in a short time, have a high probability of passing the GED Test.